

50 Content Area Strategies for Adolescent Literacy

Strategy	Literary Focus	Description
Adjunct Displays	Before or During Reading Comprehension & Vocab.	Students complete a display while reading to help them recall information. These displays can be used to show relationships, display a process, categorize information, sequence events, compare and contrast concepts, or show hierarchies. (Page 5)
Anticipation Guides	Before Reading Comprehension & Vocab.	These are used to assess class knowledge before reading, usually they are written in <i>agree or disagree</i> statements. (Page 9)
Concept Maps (Graphic Organizers)	During Reading Comprehension & Vocab.	A method to represent information visually. These prompt students to reread passages to clarify their understanding. (Page 11)
Dictogloss	After Reading Fluency & Comprehension	While listening to a fluent reader read a passage, students take notes on what they heard. They take notes a few times, each time adding more information for a full understanding of the material. This helps build notetaking skills and builds vocabulary (Page 14)
Directed Notetaking Activity	During Reading Comprehension & Oral Language	Students learn the split-page method of taking notes and a self-questioning strategy. Students are taught to think about notetaking skills and behaviors. They also learn how to study from their notes. (Page 16)
Directed Reading-Thinking Activity (DR-TA)	During Reading Comprehension & Vocabulary	This activity assists the listeners to clarify the purpose for the reading, invites the students to make predications and allows them to check their predictions. The teacher pauses throughout a reading and asks questions. (Page 19).
Echo or Choral Reading	During Reading Fluency, Comprehension, & Oral Language	<i>Echo reading-</i> The teacher reads a passage aloud, allowing the students to hear how the text sounds. Students then reread the same portion of text, mimicking the fluency. <i>Choral reading-</i> The teacher and the students read simultaneously, with the teacher gradually letting the students take the lead. (Page 22)
Exit Slips	After Reading Comprehension & Writing	Students write a short reflection of what they learned. This allows the teacher to see the students' thinking process. (Page 24)
Fishbowl Discussions	During Reading Comprehension	This strategy allows one group of students to observe another group of students. The smaller group carries on a conversation

		about the topic while the larger group listens and prepares questions and comments for those who are discussing. Roles should be rotated frequently. (Page 26)
Found Poems	After Reading Comprehension & Vocab.	Students select an interesting piece of writing that has descriptive words. Students turn the portion of the passage into a poem. (Page 28)
Generative Reading	During Reading Fluency, Comprehension, & Vocabulary	This activity serves as a transition from passive learners to generators of their own learning aides. Students generate their own questions, compose titles, prepare graphs and charts, create problems to be solved etc. (Page 32)
Guest Speakers	Before Reading Comprehension & Vocab.	Inviting guest speakers into the classroom provides students with a real-world situation that they can connect to their academic knowledge. (Page 34)
Independent Reading	After Reading Comprehension & Vocab	Independent reading allows students some "alone time" with the text. Independent reading is linked to differences in reading achievement and in vocabulary development. (Page 37)
Interest Surveys	Before Reading Comprehension	Interest surveys allow students to share their thoughts about topics. Surveys can help teachers to understand that students are interested in a topic, but may be failing because of reading or writing difficulties. (Page 40)
Jigsaw	During Reading Comprehension	Students begin reading a selection in a "home group." They are then assigned to a small group, which has different members in it, to discuss a portion of the reading. They become experts while they are in the second small group. They then return to their "home group," to share the information that they have become an expert in. (Page 43)
KWL	Before Reading Comprehension & Vocab.	KWL stands for <i>What do you know? What do you want to know? What have you learned?</i> The teacher will prompt a discussion about a topic of study and the students will answer the first two questions. At the end of the unit of study, the students will complete the <u>L</u> portion of the chart. (Page 47)
Language	After Reading	In this activity, the student talks while the

Experience Approach	Vocabulary & Writing	teacher takes dictation. Once the message is written down, the student should be able to read back the message. This activity is often used for students who are struggling with conventional print. (Page 50)
Mnemonics	Before Reading Comprehension	A mnemonic is a tool the help a person recognize information to enhance its retrievability from memory. (Page 52)
Modeled Writing	After Reading Comprehension & Writing	The idea behind modeled writing is to take new information gained from one context and transform it into a brand-new text.(Page 54)
Modeling Language of Process	During Reading Fluency & Comprehension	While reading, teachers should talk about how the material is being read as much as what is being read. Teachers should share common mental processes expert readers use while they read. (Page 57)
Opinionaire	After Reading Comprehension & Vocabulary	This is a tool used to help elicit attitudes about a topic. Students often respond to statements that are meant to be challenging or controversial. (Page 60)
Pattern Guide	Before Reading Comprehension & Vocab.	Pattern guides are visual representations of the text structure used in a passage. These often help students prepare for the reading. (Page 65)
Poems for Two Voices	After Reading Fluency and Comprehension	These help students understand text structure and an alternative form of writing. (Page 66)
Popcorn Review	After Reading Comprehension & Vocab.	Students "pop up" during a review session to add a fact or detail. Another student should try "popping up" to add more related information or another fact. (Page 69)
Professor-Know-It-All	After Reading Comprehension	Students assume the roles of a professor or an expert who will provide answers to questions posed by their classmates. (Page 71)
Questioning the Author	After Reading Comprehension	This strategy encourages readers to interact with information and build meaning from the text by analyzing the author's purpose in writing. (Page 73)
Question-Answer Relationship (QAR)	After Reading Comprehension	During this strategy students will learn to categorize comprehension questions according to where they are likely to find the answers. (Right there, Think/Search, Author and You, or On my Own). (Page 76)
RAFT Writing (Role, Author,	After Reading Comprehension & Writing	This strategy allows students an opportunity to write to learn. This type of writing is

Format, Topic)		meant to be a catalyst for further learning. (Page 79)
Read-alouds	Before Reading Comprehension & Vocab.	Read-alouds allow us to show students many different ways people have written about subjects we teach. (Page 82)
Readers' Theatre	After Reading Fluency & Comprehension	Students present a text by practicing it first and then reading it aloud dramatically to the whole class. This allows students to provide a clear interpretation of the text. (Page 84)
Read-Write-Pair-Share	Before Reading Comprehension, Writing, & Oral Language	This strategy promotes peer interaction to facilitate learning. This is an adaptation to think-pair-share. (Page 87)
Reciprocal Teaching	During Reading Comprehension & Vocab.	This strategy allows instruction to move from delivery to discovery. Students use <i>summarization, questioning, clarifying, and, predications</i> to help teach each other to understand text. (Page 89)
ReQuest (Reciprocal Questioning)	After Reading Comprehension	This strategy is designed to allow students to formulate questions and answers based on text passages. The goal is to move students into higher-order thinking. (Page 93)
Response Writing	After Reading Comprehension & Writing	This strategy allows students to write a response to an activity and to expand their thinking about the new concepts. Students are allowed the opportunity to think without interruption. (Page 95)
Shades of Meaning	Before Reading Vocabulary & Writing	Students learn about the small subtle differences in meaning between similar words or phrases. (Page 97)
Shared Reading	Before Reading Comprehension & Vocab.	Shared reading is when a text or passage is shared by the teacher and student, but the teacher reads it aloud. (Page 100)
SPAWN Writing	After Reading Comprehension & Writing	SPAWN represents five categories for writing prompts- <i>special powers, problem solving, alternative viewpoints, what if?, and next.</i> (Page 104)
Split-Page Notetaking	During Reading Comprehension & Writing	Students learn how to take effective notes while developing summarizing skills, paraphrasing, and differentiating between big ideas and supporting details. (Page 107)
Student Booktalks	After Reading Comprehension & Oral Language	Sharing books allows readers to express their opinions and offer personal responses to the books they selected. It allows their peers an opportunity to identify different books they may enjoy. (Page 110)
Student Questions	Before Reading	This is a strategy designed to gain and hold

and Purposeful Learning (SQPL)	Comprehension & Vocabulary	students' interest in material by having them ask and answer their own questions. (Page 112)
Text Impressions	Before Reading Comprehension	This strategy capitalizes on students' curiosity. Students are asked to form a written or oral impression of the topic to be discussed. (Page 115)
Text Structures	During Reading Fluency & Comprehension	Students should have an understanding of different text structures. (Page 117)
Think-Alouds	Before Reading Comprehension & Vocab.	Teachers should model think-aloud strategies while they are reading. This makes the reading process more observable for students. (Page 120)
Tossed Terms	After Reading Vocabulary	This is a way to review ideas before a test or a way to help students acquire essential vocabulary. (Page 123)
Vocabulary Cards	Before Reading Vocabulary	When students are creating vocabulary cards they begin to see connections between words, along with examples and nonexamples of the word. (Page 126)
Vocabulary Self-Awareness	Before Reading Vocabulary	This strategy highlights students understanding of what they know and what they need to learn. Using vocabulary self-awareness charts is a great way to differentiate between what students know and what they are confusing. (Page 129)
Word Grids/Semantic Feature Analysis	During Reading Comprehension & Vocab.	A word grid provides students with an organized framework for learning related terms through analysis of their similarities and differences. (Page 131)
Word Scavenger Hunts	Before & During Reading Vocabulary	Students need to have two kinds of knowledge in order to understand a word- definitional information and contextual. There are many different ways to implement scavenger words hunts. (Page 134)
Word Sorts	Before Reading Comprehension & Vocab.	Word sorts provide students with a way to arrange and rearrange words in different ways. (Page 137)
Word Walls	Before Reading Comprehension & Vocab.	Teachers should have high-frequency words and vocabulary words from texts displayed on classroom walls so students can visually locate them. (Page 140)

